DOCUMENT RESUME

ED 479 180 RC 024 136

TITLE	Educator User Guide for Adminstrators and Educational Personnel. A Supplement to the Texas Successful Schools Study: Quality Education for Limited English Proficient Students.
INSTITUTION	Texas Education Agency, Austin.
REPORT NO	AD01-300-01
PUB DATE	2001-01-00
NOTE	50p.; For the study and its technical manual, see RC 024 135 and RC 024 154.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	Administrator Guides; *Bilingual Education; *Educational Assessment; *Educational Practices; Elementary Education; *English (Second Language); Evaluation Methods; Language of Instruction; *Limited English Speaking; Program Design; Spanish; Special Education
IDENTIFIERS	*Texas

ABSTRACT

The Texas Successful Schools Study profiled the contributions of programs, policies, and school personnel to the academic success of limited English proficient (LEP) students in seven successful elementary schools. This guide shares study information with school administrators to assist them in designing, implementing, and enhancing programs for LEP students. Chapter 2 briefly describes the study questionnaires and gives exercises and examples for administrators to use in assessing, planning, and implementing programs for LEP students. Teachers in the successful schools relied on teacher-made informal inventories, portfolios, benchmark testing, and end-of-unit tests to monitor student success in acquiring literacy in both languages. Chapter 3 profiles a summary of timelines used in the seven successful schools, as well as a description of the test instruments used in the assessment practices noted by the research team. Chapter 4 profiles the instructional frameworks used in each of the seven successful schools and the time consideration given to both languages, as well as the treatment of LEP students' affective, linguistic, and cognitive needs. Chapter 5 describes how study findings may be adapted or replicated in ESL and Title I programs to enhance programs and service delivery for either LEP or non-LEP students in schools not required to offer bilingual education. Six appendices present research questions, study directory, instructional models, other effective practices, a directory of education service center contact persons, and a guide evaluation form. (TD)

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Educator User Guide for Administrators and Educational Personnel

A supplement to the *Texas Successful Schools Study: Quality Education for Limited English Proficient Students*

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Program Evaluation Unit

Office for the Education of Special Populations

Texas Education Agency
Austin, Texas

January 2001

RC 024 136

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Educator User Guide for Administrators and Educational Personnel

prepared as a supplement to the
Texas Successful Schools Study:
Quality Education for
Limited English Proficient Students

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January 2001

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The Office for the Education of Special Populations wishes to thank the members of the Technical Review Panel for their contributions towards the development of the **Educator User Guide for Administrators and Educational Personnel.** Additionally, we are grateful to all agency staff and other individuals who contributed to this report. Questions on the Guide may be directed to:

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Chapter I
Introduction and Background

Introduction

In September 2000, the Texas Education Agency released the *Texas Successful Schools Study: Quality Education for Limited English Proficient Students* as a statewide leadership effort. The study examines the challenges of providing appropriate schooling for a growing diverse student population and profiles the contributions of programs, policies and school personnel to the academic success of the limited English proficient (LEP) student population in seven elementary schools determined to be successful by the TEA. Determinations of success by the TEA were based on multiple criteria that are described in detail in the study document.

The study was conducted over a 24-month period beginning in March 1998 and ending in March 2000, as part of the Commissioner's Educational Research Initiative for 1998-99. The Research Initiative fosters a school-university partnership with the Texas A&M University System. Participants in the Texas Successful Schools Study included: district administrators, campus principals, teachers and parents of the Bowie and Clover elementary school campuses in the Pharr-San Juan-Alamo ISD; Campestre Elementary, Socorro ISD; Castañeda Elementary, Brownsville ISD; Kelly Elementary, Hidalgo ISD; La Encantada Elementary, San Benito CISD, and Scott Elementary, Roma ISD (See Appendix B for Study Directory).

The information regarding the success of these schools is being shared with school administrators to assist in program design, implementation and enhancement as they strive for school improvement for all children. The concept of the Texas Successful Schools Study evolved from TEA's priority goals, adopted by the State Board of Education, as a mechanism for the TEA to build the capacity of the Texas public educational system. The study will serve to build the capacity of school districts by reporting on local excellence and achievement accomplished by the seven successful schools.

In addition to sharing the study report with district and campus administrators in public schools through the Texas Education Agency website, staff of the Program Evaluation Unit has developed this Educator User Guide as a supplement to the agency's study report.

The Guide profiles the essential features and effective instructional practices that can help ensure that every student demonstrates exemplary performance in reading and other foundation subjects. The Guide is not being issued by the TEA as a regulatory document for school districts to use; its utilization is entirely a choice of school administrators.

Background

According to agency data contained in the Public Education Information Management System (PEIMS), the total state enrollment in Texas public schools for the four-year period analyzed increased from 3,601,834 in 1993-94 to 3,891,877 in 1997-98. These figures represent an increase 290,038 new students in Prekindergarten through Grade Twelve (PreK-12). In 1997-98, Texas public schools reported 519,921 students enrolled and identified as LEP in Early Education (EE) through Grade 12.

An analysis for a six-year period between 1991-92 and 1997-98 indicates that Texas public schools experienced an increase of 158,794 (44%) in the LEP population. Although the increase in enrollment indicates a total growth of 44 percent in the LEP population, it is important to note that 122,526 or 77 percent of the 158,794 new LEP students were enrolled in elementary grades in 1997-98. This enrollment trend indicates that more school districts will be faced with the reality of the requirement to provide a bilingual education program for LEP students as required by *Chapter 29.051 of the Texas Education Code.*

The new student enrollment in Texas public schools continues to present significant and multiple challenges to the Texas Education Agency (TEA), the State Board of Education, local school boards, administrators, teachers and universities. These challenges become more pronounced when consideration is given to the demographic characteristics, e.g., numbers, ethnicity and program-type of the new student enrollment, that will of necessity, increase the demand for appropriately trained teachers. As a result of increased enrollment, school districts faced with teacher shortages will need to provide specific programs to adequately address the academic and linguistic needs of their language minority population. As a result of these teacher shortages, school districts are faced with greater challenges to implement programs for students with special needs, particularly school districts that continue to experience an increasing LEP student enrollment.

This Guide has been developed to assist school districts facing the increase in enrollment, as well as all other districts presently implementing programs for LEP and other students with special needs. Findings of the study are predicated on the effective school correlates and other research that have proven the effectiveness of assessment, instructional and implementation practices. School districts may wish to use this Guide to evaluate present offerings and make appropriate adjustments that could result in greater academic success of all students.

Chapter II
Design, Purpose and Use of Study Questionnaires

Purpose and Nature of Questionnaires

This section briefly describes the purpose and nature of the questionnaires used in the *Texas Successful Schools Study*, and gives exercises and examples for administrators to use on their campuses. The examples pay particular attention to the *Teacher Questionnaire* and some possible uses by school administrators for program implementation or enhancement.

Information regarding the purpose, design and use of these instruments is provided in this Guide so that administrators and other educational personnel may adapt in part, or in whole, to assist in assessing, planning and implementing programs for LEP students. The questionnaires utilized in the study were designed to obtain professional opinions of teachers and campus principals regarding their perspectives on assessment, instructional and implementation practices. The responses from teachers and principals contributed to a broader information pool from which significant program features and practices could be identified.

Use of Study Instrument

In the event that a district or campus wishes to use part of the *Teacher Questionnaire*, it is highly recommended that the set of probes in a specific domain, e.g., assessment, instruction and implementation, be used in the formats as presented in the study document. Questions may be directed to the Program Evaluation Unit at the Texas Education Agency, or the respective educational service center for additional assistance and clarifications (Appendix E of this Guide) on the use of the questionnaires or interviews.

Examples and Practices for Replication

To illustrate some possible uses of one of the study instruments, this Guide focuses on the *Teacher Questionnaire* in this section. The *Texas Successful Schools Study* required teachers to rank and order factors considered to have contributed to the success of LEP students in their schools. Their highest-ranking response was teacher preparation, which will be used as the basis for the examples and exercises shown in this Guide. The purpose of these examples and exercises are to illustrate alternatives for teacher preparation. By utilizing the questionnaire as a possible complement to a local school district or campus improvement plan, the campus administrator can focus training on professional development needs of teachers.

Table I presents some of the questionnaire probes on teacher characteristics to assess teacher training needs. Administrators can familiarize themselves with other Yes/No/Uncertain probes listed in the study document (Teacher Characteristics, page 149). Example 1 demonstrates a possible use of the probes as shown on Table I. Other exercises and examples are provided on the use of probes and recommended practices to provide some possibilities in adapting the *Teacher Questionnaire*. These exercises and examples are not required of school districts.

Example 1

Table I: Teacher Characteristics

3.	I am trained in bilingual methods and materials: 1) Uncertain 2) No, or 3) Yes
4.	I am trained in language assessment: 1) Uncertain 2) No, or 3) Yes
5.	I understand the benefits of second language learning for limited English proficient students: 1) Uncertain 2) No, or 3) Yes
6.	I am confident in my training to address the needs of limited English proficient students: 1) Uncertain 2) No, or 3) Yes
7.	I was trained through a university/college teacher training program that prepared teachers to work with limited English proficient students: 1) Uncertain 2) No, or 3) Yes
8.	I was trained primarily through staff development and in-service to work with limited English proficient students: 1) Uncertain 2) No, or 3) Yes

The campus administrator is beginning the planning process for the next cycle of training and wishes to focus on overall training needs of bilingual instructional personnel. The administrator looks at probes, e.g., items 3-8 shown on Table I, selects specific characteristics, and places them within a shell shown as Shell I on the following page. In this scenario, questions 3, 4 and 6 were selected and asked of 40 teachers. The teachers responded with Yes [Y], No [N], or Uncertain [U] answers. Of these forty teachers, ten (25%) responded with No, and an additional ten (25%) responded with Uncertain. After identifying the individual teachers who provided No or Uncertain responses to either question 3 or 4, the school administrator then decides to combine the 10 Uncertain responses with the 10 No responses. Upon analyzing the responses from the 20 teachers, the administrator begins the planning stages to provide focused training for these 20 teachers.

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Shell 1: Analysis of Teacher Responses for Example 1

ITEM/ RESPONSE	Y		N		U	
	#	%	#	%	#	%
3. I am trained in bilingual methods and materials.	20	50	10	25	10	25
4. am trained in language assessment.	20	50	10	25	10	25
6. I am confident in my training to address the needs of limited English proficient students.	20	50	10	25	10	25

It is important to note that not all responses will be as uniform as the ones above, and not all respondents will reflect the same needs in their answers. For example, a Yes [Y] response may be based on each individual teacher's understanding or definition of what "I am trained" means to the campus administrator. It is advisable for the campus administrator, or designee, to clarify the operational definition of what it means to be trained, prior to the administration of the *Teacher Questionnaire*.

The questionnaire probes in this exercise allows the teachers an opportunity to assess their own level of effectiveness or need for training. The target group of teachers in need of staff training is identified for the campus administrator without having to rely exclusively on individual performance appraisals. This exercise can also be applied in campuses required to offer the ESL program only, Title I schoolwide campuses, as well as for Migrant, Special Education and students of other special populations. In these scenarios, it is recommended that the probes be modified accordingly, along program focus areas.

Exercise 1

This exercise is also based on questions 3 through 8 on Teacher Characteristics as shown on Table 1. The campus administrator is encouraged to implement the exercises which follow:

1. Identify four other probes and add them to questions 5-8 shown on Shell 2 in the following page. These probes should focus on the training needs of teachers to impact on students of special populations. These additional probes could focus on student diagnosis, alignment of testing instruments to instruction and proficiency levels (English/Spanish), understanding of the TEKS mandate, time on task, curriculum modification, criteria to participate in special programs, etc.

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Shell 2: Analysis of Teacher Responses for Exercise 1

ITEM/ RESPONSE	Y		N		U	
	#	%	#	%	#	%
5. I understand the benefits of second language learning for limited English proficient students.						
6. I am confident in my training to address the needs of limited English proficient students.						
7. I was trained through a university/ college teacher training program that prepared teachers to work with limited English proficient students.						
8. I was trained primarily through staff development and in-service to work with limited English proficient students.						
9.						
10.						
11.						
12.						

2. On Shell 3 in the next page, rank each of the four additional probes according to Level of Importance. Once this is done, place the number of each of these four additional questions (e.g., 9, 10,) in the response column that corresponds with the Level of Importance. This shell allows the prioritizing of additional needs for focused training.

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Shell 3: Ranking of (4) New Probes

Level of Importance	Response
Which of these questions are of high importance with respect to academic success of all students?	
Which of these questions are of medium importance with respect to academic success of all students?	
Which of these questions are of low importance with respect to academic success of all students?	
Which of these questions are of no importance with respect to academic success of all students?	

Example 2

In this scenario, the campus administrator was concerned about the use of instruction in Spanish and English for LEP students in different language categories (e.g., Beginner, Intermediate and Advanced), in bilingual classes. This concern evolved from the oral language assessment (See Chapter IV of this Guide) that indicated new LEP students were enrolling with very little or no English language proficiency. The administrator designed two shells (#4 and #5) by selecting items from the *Teacher Questionnaire* that reflected teacher characteristics such as:

- educational certification
- years of experience in education
- years of experience in bilingual education, and
- proficiency level in Spanish

Shell 4 was designed to report responses on educational certification, years of experience and fluency in Spanish. Seven teachers of record for the LEP students in bilingual classes responded to the questionnaire and were coded as S,T,U,V, X, Y, and Z by the administrator to preserve anonymity. From these responses, the administrator noted that three of her teachers (T, Y, and Z) were not fluent in Spanish, nor were they certified in bilingual education. Further, one of these three teachers possessed neither bilingual nor ESL certification.

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Shell 4: Results of Responses for Example 2

Teacher	B.L. Certification	ESL Certification	BL & ESL Certification	# Yrs Ed	#Yrs BL Ed	Spanish Fluency
S	YES	YES	YES	10-14	5-9	YES
T	NO	YES	YES	10-14	0-4	NO
U	YES	NO	NO	0-4	0-4	YES
V	YES	YES	YES	10-14	10-14	YES
X	NO	YES	NO	0-4	0-4	YES
Y	NO	NO	NO	10-14	0-4	NO
Z	NO	YES	NO	10-14	0-4	NO

Taking the process further, the campus administrator selected specific items from the *Teacher Questionnaire* to find out how many of the certified bilingual teachers (S, U, and V) had adequate training and experience to mentor other staff in select areas. The items selected included:

- trained in bilingual methods and materials
- grouped LEP students by Spanish proficiency
- grouped LEP students by English proficiency
- introduced concepts in Spanish

Shell 5: Responses on Training and Skills

Teacher	Trained in BL Methods & Materials	Group LEP Students by Spanish Proficiency	Introduce Concepts in Spanish	Group LEP Students by English Proficiency
S	YES	YES	YES	YES
U	YES	NO	YES	YES
V	YES	YES	YES	YES

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From the items selected by the administrator, the shells enabled her to identify individual teacher training needs and overall staff capacity. After the campus administrator met with all of the teachers individually and as a planning group, it was agreed to provide intensive focused training on the use of Spanish as a medium of instruction. Additional alternative certification training opportunities were identified as appropriate for those teachers not having appropriate certification. Professional development opportunities were also identified for those certified, yet inexperienced teachers, to have them attend ESC training on bilingual education and second language acquisition, as well as state or national conferences on bilingual education.

In addition to the *Teacher* and *Principal Questionnaires*, the study relied on the utilization of the interview approach. This approach included: *Teacher* and *Principal Interviews*, a *Parent Focus Group Interview* and a *District Administrator Interview*. The use and purposes of these interviews are discussed in detail in the study document (Appendix A, pages 129-137). Administrators may wish to replicate the total administration of all study instruments on campuses offering a bilingual education program, or pilot test the use of one or more of the instruments in one or more campuses. Copies of all questionnaires and interview formats utilized are included in the study document (Appendix F, pages 183-198).

Possible Questions and Agency Responses

Can a school administrator use all of the probes that are found in the Teacher Questionnaire and the same questions found in the interview form used in the study?

Yes, the agency developed the study for use by school administrators to assist with designing and implementing a quality program for LEP students. This also allows school administrators to use any part of the study that might be of assistance, especially for professional development of teachers. The information contained in the study document is not copyrighted and may be copied and used.

If a school administrator is interested in using part or all of the instruments used in the study to assess his/her teachers' skills and need for training, where can one call to get assistance on how to proceed?

Administrators may contact the Program Evaluation Unit at the agency by calling (512)463-9714, or by e-mailing: ocardena@tmail.tea.state.tx.us or sseidner@tmail.tea.state.tx.us for assistance on these matters. Administrators may wish to contact their respective ESC contact person shown in Appendix E of this Guide.

If we do not have a person employed by the school district that could assist us to interpret or translate the interview for parents, where can we get this type of assistance?

School districts needing interpreters or persons who do translations of documents would need to resort to neighboring school districts who might have this type of resource at a fee, or advertise in the community at large to contract for this service. Funding for this type of service could be supported from the state's bilingual/ESL or state compensatory allotments, as well as other federal funds, e.g., Emergency Immigrant Education and Title I Regular or Migrant if detailed in the budget and approved.

If we do not have access to a copy of the *Texas Successful Schools Study*, where could we obtain one?

The *Texas Successful Schools Study: Quality Education for Limited English Proficient Students* was disseminated to every education service center. Persons may wish to inquire with the designated ESC contact found in Appendix E of this Guide. Additionally, the entire Successful Schools Study is available through the agency web site at www.tea.state.tx.us/tsss/.

Chapter III
Assessment Practices in the Successful Schools

As part of the continuous assessment, teachers in the successful schools relied on teacher-made informal inventories, portfolios, benchmark testing and end-of-unit tests. This language and academic assessment was done to monitor the students' success in acquiring literacy in both languages. Literacy provides the teacher with evidence that a student has acquired essential primary language or English skills to use the language for learning. Until such time that this language development takes place, a LEP student may only be able to use the English or the primary language for basic communication. When teachers receive new information from the ongoing assessments, instructional focus and placement of LEP students should be modified accordingly. This essential and appropriate modification ensures that the methodology is being introduced and aligned with the student's acquisition of linguistic and cognitive skills.

In order to be familiar with the study's assessment probes that documented the assessment practices in the seven successful schools, the probes are discussed below. The probes are presented as they appear in the study document in Likert scale first, identified as Table I, followed by Yes/No/Uncertain probes identified as Table II as shown in the following page.

Table I

1.	I assess the students' oral and written proficiency in English on an on going basis: 1) Never 2) Rarely 3) Some of the Time 4) Most of the Time, or 5) All of the Time
2.	I assess the students' oral and written proficiency in Spanish on an on going basis: 1) Never 2) Rarely 3) Some of the Time 4) Most of the Time, or 5) All of the Time
3.	I am aware of my students' English language ability early in the school year: 1) Never 2) Rarely 3) Some of the Time 4) Most of the Time, or 5) All of the Time
4.	I am aware of my students' Spanish language ability early in the school year: 1) Never 2) Rarely 3) Some of the Time 4) Most of the Time, or 5) All of the Time

Table II

1.	I assessed the levels of both primary language (Spanish) and English to ensure appropriate instructional focus: 1) Uncertain 2) No, or 3) Yes
2.	The language levels of my LEP students were assessed on an ongoing basis during the school year: 1) Uncertain 2) No, or 3) Yes
3.	Upon receiving new information from the on going language assessments, I modified my instruction and placement of my LEP students: 1) Uncertain 2) No, or 3) Yes
4.	The academic levels of my LEP students were assessed on an ongoing basis during the school year: 1) Uncertain 2) No, or 3) Yes

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The actual response levels on the study assessment probes translate to the assessment practices of the seven successful schools. These are described below. The Likert scale type probes are addressed first, followed by the Yes/No/Uncertain response levels of the seven successful schools.

With regard to probe I.1 (Table I), analysis of the teacher responses disclosed:

- 88% of the teachers indicated that six of the seven schools were assessing oral and written proficiency in English on an ongoing basis most, to all of the time. The remaining campus was doing similar assessment in English some, to most of the time.

With regard to probe I.2 (Table I), analysis of the teacher responses disclosed:

- 88% of the teachers indicated that five of the seven schools were assessing oral and written proficiency in Spanish on an ongoing basis most, to all of the time. The remaining two campuses were doing similar assessment in Spanish some, to most of the time

With regard to probe I.3 (Table I), analysis of the teacher responses disclosed:

- 89% of the teachers indicated that in five of the seven schools, teachers were aware of their LEP students' English language ability early in the school year most, to all of the time. Teachers in the remaining two campuses indicated they were aware some, to most of the time.

With regard to probe I.4 (Table I), analysis of the teacher responses disclosed:

- 89% of the teachers indicated that in all seven schools, teachers were aware of their LEP students' Spanish language ability early in the school most, to all of the time. In one of the campuses, 19 teachers responded they were aware all of the time.

With regard to probes II.1 thru 4 above (Table II), analysis of the teacher responses disclosed:

- 100% of the teachers indicated a Yes response to all four of the probes at one of the seven campuses
- 37% of the teachers indicated a Yes response to three of the four probes at three additional campuses
- 58% of the teachers in the remaining three campuses indicated Yes responses ranging from 57% to 100% on the four probes combined.

The teacher responses to the eight assessment probes in the study, as summarized above, indicate that the seven successful schools implemented an on-going assessment effort that monitored both the linguistic and academic progress of LEP students on a regular basis. These assessment practices make significant contributions to a quality education for LEP students. These practices also surfaced as one of the contributing factors to the schools' attainment of success as evidenced by consistent accountability ratings of "Recognized" and "Exemplary" for the study schools.

The study findings on assessment and other program features described in the campus case studies (Section IV, pages 36-90) indicate that both teachers and campus principals at the successful schools have instituted effective practices. These practices demonstrate how early data collection on students, particularly LEP students, allows educators to make informed and appropriate decisions regarding students' instructional needs. This type of early detection is essential to implement effective reading practices in classrooms.

Finally, these assessment practices are aligned with several of the "Effective School Correlates" that include: *High Expectations for Success, Frequent Monitoring of Student Progress and Opportunity to Learn and Student Time on Task*. Other effective school correlates noted in the seven schools by the research team are found in the study document (Section IV, pages 19-21).

Timelines and Instruments used in the Successful Schools

This section profiles a summary of timelines for testing used in the seven successful schools, as well as a description of the test instruments used for the comprehensive and continuous assessment practices noted by the research team. Note: Any and all references to specific tests in this Guide should not be viewed as an endorsement of such tests by the Texas Education Agency. A review of information and campus data for the seven schools is provided below. The accountability ratings shown for each school are for the 1996-97, 1997-98 and the 1998-99 school years.

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Alamo ISD

Bowie Elementary		**Exemplary**	**Exemplary**	**Exemplary**
Clover Elementary		**Recognized**	**Exemplary**	**Exemplary**
PreK-Kinder:	English	Pre-LAS Form A for new entries (August)		
	Spanish	Pre-LAS Form A for new entries (August)		
	English	Pre-LAS Form B as post test (May)		
	Spanish	Pre-LAS Form A as post test (May)		
First-Second:	English	LAS-O Form B for new entries (August)		
	Spanish	LAS-O Form B for new entries (August)		
First:	English	LAS-O Form C as post test (May)		
	Spanish	SUPERA (April) and LAS-O Form B as post test only if Level 3 or below (May)		
Second-Fifth:	ITBS in English for new enrollees in September Students' ability in English is so limited to invalidate the administration of a TEA-approved norm-referenced test upon enrollment, or in the absence of required test data, evidence that the student is not academically successful			
Second:	English	ITBS if 4 or 5 on previous LAS-O (April) and LAS-O Form C as post test if Level 3 or below (May)		
	Spanish	SUPERA (April)		
Third-Fifth:	English	LAS-O Form D for new entries (August) or LAS R/W if 4 or 5 on previous LAS-O (August)		
	Spanish	LAS-O Form B for new entries (August)		
	English	LAS-O Form D (August) or		
	English	TAAS if Competent Literate (CL) on LAS R/W as post test (April)		
	Spanish	TAAS if Non Literate (NL) or Limited Literate (LL) on LAS R/W in English (April)		

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Brownsville ISD

Castañeda Elementary		Recognized Exemplary Recognized
PreK-Kinder:	English	Pre-LAS Form C within 4 weeks of enrollment
	Spanish	Pre-LAS Form A within 4 weeks of enrollment
	English	Pre-LAS Form B as post test (May)
	Spanish	Pre-LAS Form A as post test (May)
First-Fifth:	English	LAS Form 1C within 4 weeks of enrollment
	Spanish	LAS Form 1B within 4 weeks of enrollment
Kinder:	TPRI	Pre Test in December and Post Test in March
First-Second:	TPRI	Pre Test in October and Post Test in May
Second-Fifth:	Stanford 9	(English norm referenced test) to students that score at Level 3 or higher on LAS (English) within 4 weeks of enrollment. Students' ability in English is so limited to invalidate the administration of a TEA-approved norm-referenced test upon enrollment, or in the absence of required test data, evidence that the student is not academically successful
Fourth:	TAAS	Writing in English or Spanish in February
Third-Fifth:	TAAS	Reading/Math in English or Spanish in April

Socorro ISD

Campestre Elementary		Recognized Exemplary Recognized
Kinder-Fifth:	English	LAS Oral Form B in September for new enrollees
	English	LAS Oral Form B in May as post test
	Spanish	LAS Oral in September for new enrollees
	Spanish	LAS Oral in May as post test
Second-Fifth:		Students' ability in English is so limited to invali date the administration of a TEA-approved norm-referenced test upon enrollment, or in the absence of required test data, evidence that the student is not academically successful
Second-Fifth:	English	ITBS in April to Advanced LEP students
Third-Fifth:	TAAS	Reading/Math in English or Spanish in April

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San Benito CISD

La Encantada Elementary		Recognized Exemplary Recognized
PreK:	English	Pre-IPT in September for new enrollees and in April/May for post test
Kinder-Fifth:	English	IPTI Oral Form C in September for new enrollees
	English	IPTI Oral Form D in April/May as post test
	Spanish	IPTI Oral Second Edition in September for new enrollees
	Spanish	IPTI Oral Second Edition in April/May as post test
Second-Fifth:		Students' ability in English is so limited to invalidate the administration of a TEA-approved norm-referenced test upon enrollment, or in the absence of required test data, evidence that the student is not academically successful
Third-Fifth:	TAAS	Reading/Math in English or Spanish in April

Hidalgo ISD

Kelly Elementary		Recognized Exemplary Exemplary
PreK:	English	Pre-IPT in September for pre test and in May for post test
Kinder-Fifth:	English	IPTI Oral Form C in September for new enrollees
	English	IPTI Oral Form D in May as post test
Kinder:	Spanish	La Prueba in April-May
Kinder-Second:	English	Terra Nova in April-May
First-Second:	Spanish	SABE in April-May
Second-Fifth:		Students' ability in English is so limited to invalidate the administration of a TEA-approved norm-referenced test upon enrollment, or in the absence of required test data, evidence that the student is not academically successful
Third-Fifth:	TAAS	Reading/Math in English or Spanish in April

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Roma ISD

Scott Elementary		Exemplary	Exemplary	Exemplary
Kinder:	English and Spanish	Pre-LAS Form A for new enrollees in September		
	English and Spanish	Pre-LAS Form B as post test in May		
First:	English and Spanish	Pre LAS Form B for new enrollees in September		
	English and	LAS O Form C as post test in May Spanish		
Second-Third:	English and Spanish	LAS O Form C for new enrollees in September		
	English and Spanish	LAS O Form D as post test in May Students' ability in English is so limited to invalidate the administration of a TEA-approved norm-referenced test upon enrollment, or in the absence of required test data, evidence that the student is not academically successful		
First-Second:	English	ITBS in April		
Kinder-Second:	Spanish	APRENDA for LEP students as post test in April		
Third:	TAAS	English or Spanish in April		

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Chapter IV
Instructional Frameworks

The research team found that no one specific model of bilingual education was implemented at all study sites. The effectiveness of the teaching, in both the *Late-Exit* and the *Transitional Model*, was as a result of the attention devoted to both languages, instructional focus, and curriculum adaptations. These practices were aligned with the linguistic and academic levels of LEP students by using both the home language and English (ESL) as mediums of instruction and modified according to the LEP classifications of the students.

The instructional focus may be in the *affective* and *linguistic* domains for the Beginner and Intermediate LEP student for language development, as a prerequisite to literacy, and in the *cognitive* domain for the Advanced LEP student for academic development. Depending on the continuous assessment by teachers, LEP students can progress on the academic development in Spanish, while still at the language development stage in English, the second language. When LEP students were found to be Advanced in the home language, and Beginner in the English language, this type of modification in the instructional focus took place.

Teachers allowed and encouraged LEP students, who were more proficient in Spanish, to respond to instructional cues in their home language. There was evidence that the home language was used as a medium of instruction through Grade 2. In the *Late-Exit Model*, the home language was used until there was evidence of literacy in both languages. Teachers determined literacy when students demonstrated academic success in both languages. The practice of exiting LEP students in this model was most evident in Grade 4 and Grade 5.

Teachers ensured that the ESL program was an essential part of daily instruction and LEP students used manipulatives and hands-on activities in math and science. They were instructed on test-taking skills and practiced on TAAS strategies in English and Spanish. When teachers were asked to respond if they grouped their LEP students for Spanish and English instruction, 61 percent responded "Yes" to grouping in Spanish, and 57 percent responded they grouped LEP students for English instruction.

The practice of grouping for instructional purposes ensures that the instructional focus is appropriate for the language level and the academic level of each LEP student. This practice contributes to linguistic and academic development of the LEP students, since not all students are treated with the same instruction. The remainder of this chapter profiles the instructional frameworks used in each of the seven successful schools and the *time* consideration given to both languages, as well as the *treatment* of LEP students' affective, linguistic and cognitive needs. Other effective practices that were noted by the research team as implemented in the seven successful schools are found in Appendix D of this Guide.

Bowie Elementary

Instructional Frameworks Noted in the Seven Successful Schools

At Bowie Campus, the *Late-Exit Model* for bilingual education is used. This model requires teachers to assess LEP students linguistically and academically in Spanish and English to determine if literacy is evident in both languages prior to re-classification as Non-LEP to exit the student from the bilingual education program. At Bowie Elementary, literacy is gauged by mastery of TAAS at grade level and tests administered at the end of the school year, such as the Iowa Test of Basic Skills (ITBS) for Grades 1 and 2. This practice helps to determine the extent to which the student has developed oral and written language proficiency and specific language skills in both the students' primary language and English. Specific oral language skills are evident when a LEP student performs at Competent Literate level in the Language Assessment Scales (LAS) Lectura/Escritura and Level 4/5 in English LAS-Oral.

All of the teachers assigned to the LEP population as teachers of record are provided with a copy of the Pharr-San Juan-Alamo ISD Transitional Time and Treatment Plan. This plan focuses on a process that utilizes both languages in all elementary grade levels and in all areas of the curriculum. The ratio of the second language (English) to the first language (Spanish) gradually and systematically increases as the LEP student progresses from one language category to the next. Movement of LEP students between language categories does not take place until the end of each school year. The categories are Beginner, Intermediate and Advanced.

According to the district's plan, the Beginner LEP student receives mainstream English in art, music and PE, sheltered ESL, where content areas are taught using ESL methods and Spanish in language arts and math. The Intermediate LEP student receives mainstream English in art, music and PE, sheltered ESL in math and science, and social studies and language arts in Spanish. The Advanced LEP student receives mainstream English in all subjects, sheltered ESL in social studies and language arts in Spanish. The actual percentage of time to be devoted to each language during the instructional day is also provided in the plan.

Campestre Elementary

Teachers at Campestre Elementary adhere to the Bilingual Immersion (*Transitional*) Program of the Socorro ISD. The program is based on thematic learning that incorporates a sheltered ESL approach and a native language (Spanish) development component to meet the needs of the LEP students. The sheltered concept in the content areas means that LEP students use the same texts and materials as are used in the regular classroom with the teacher adapting the materials and instruction to the students' English language level.

The students' first language (Spanish) is strengthened through vigorous native language cognitive development (NLCD), both in language arts and in the content areas. The Natural Language Approach is used from 90 to 120 minutes per day in the Language Arts time block, depending on the students' level of instruction. This approach allows students to acquire language naturally and in low-anxiety situations. In the NLCD component, the Whole Language Approach is used from 60 to 90 minutes per day. This is a holistic approach that encourages student participation in meaningful listening, speaking, reading and writing activities.

Castañeda Elementary

At Castañeda Campus, the *Transitional Model* for bilingual education is used. This model requires teachers to continuously assess LEP students linguistically and academically in Spanish and English, until the teacher determines that the student demonstrates an adequate proficiency in English to exit the student from the bilingual education program.

All of the teachers assigned to the LEP population as teachers of record are provided with a copy of Brownsville ISD's Recommended Elementary Model for the Time and Treatment Framework. This plan focuses on a process that utilizes both languages in all grade levels and in all areas of the curriculum. The Model prohibits the exiting of students from the bilingual education or ESL program in PreK through Grade 1.

According to the Model implemented at Castañeda Elementary, the time and treatment framework is designed to impact the affective, cognitive and linguistic domains of the LEP students. Math, science, health and social studies are introduced in the primary language to establish the base of knowledge in the cognitive domain. The second language (English) is introduced through ESL methodologies across the curriculum. In the linguistic domain, the students' primary language skills are applied in listening, speaking, reading and writing, with a focus on mastery of essential knowledge and skills and higher-order thinking skills in all subjects.

LEP students are classified in one of three categories, e.g., Beginner, Intermediate and Advanced. According to the time blocks (time) to be devoted to both languages (primary language instruction and ESL as treatment), teachers follow a prescribed instructional focus plan as described below:

- The Beginner student is provided primary language instruction for 80% of the instructional day, with ESL being provided for the remaining 20% of the time

- The Intermediate student is provided primary language instruction ranging for 60% of the instructional day, with ESL being provided for the remaining 40% of the time. The Model specifically points out that "intermediate students must continue to receive reading instruction in Spanish using Spanish language arts frameworks and state-adopted materials"
- The Advanced student is provided primary language instruction for 20% of the instructional day, with ESL being provided for the remaining 80% of the time. A requirement for continued reading instruction in Spanish for the Advanced student is evident in the district's Model
- LEP students are exited when they meet all of the exit criteria as stipulated in the rules of the commissioner of education

Clover Elementary

At Clover Campus, the *Transitional Bilingual* program model is used. In this model, LEP students are transitioned to English reading as soon as specific criteria outlined in the district's plan are met. In keeping with the Pharr-San Juan-Alamo ISD plan for bilingual education, teachers at Clover Elementary gauge literacy by mastery of TAAS (Spanish and English) at grade level and tests administered at the end of the school year (Iowa Test of Basic Skills-ITBS). Through this practice, teachers are able to diagnose the extent of the student's oral and written language proficiency and specific language skills in both primary language and English. Specific oral language skills are evident when a LEP student performs at Competent Literate level in the Language Assessment Scales (LAS) Lectura/Escritura and Level 4/5 in English LAS-Oral.

All of the teachers of record assigned to the LEP population are provided with a copy of the Pharr-San Juan-Alamo ISD Transitional Time and Treatment Plan. This plan focuses on a process that uses both languages in all grade levels and in all areas of the curriculum. The ratio of the second language (English) to the first language (Spanish) gradually and systematically increases as the LEP student progresses from one language category to the next. LEP students may not be reassigned from one language category to another until the end of each school year. The categories are Beginner, Intermediate and Advanced.

According to the district's plan, the Beginner LEP student receives mainstream English in art, music and PE, sheltered ESL and all core subjects in Spanish. The Intermediate LEP student receives mainstream English in art, music and PE, sheltered ESL in math and science and social studies and language arts in Spanish. The Advanced LEP student receives mainstream English in all subjects, sheltered ESL in social studies and language arts in Spanish. The actual percentage of time to be devoted to each language during the instructional day is also provided in the district's plan.

Kelly Elementary

At Kelly Campus, the *Transitional Bilingual* program model is used. In this model, LEP students continue to develop Spanish skills after exiting the bilingual education program. All of the teachers of record assigned to the LEP population are provided with a copy of the Hidalgo ISD Transitional Bilingual Education Model. This plan focuses on a process that uses both languages in all grade levels and in all areas of the curriculum. The ratio of the second language (English) to the first language (Spanish) gradually and systematically increases as the LEP student progresses from one language category to the next. Movement of LEP students between language categories takes place at the end of each school year. The categories are Beginner, Intermediate and Advanced.

According to the district's plan, the Beginner LEP student receives mainstream English in art, music and PE, sheltered ESL, and Spanish in all core subjects. The Intermediate LEP student receives mainstream English in art, music and PE, sheltered ESL in math and science, and social studies and language arts in Spanish. The Advanced LEP student receives ESL instruction in all subjects, and Spanish instruction in language arts until exit criteria is met. The actual percentage of time to be devoted to each language during the instructional day is also provided in the plan.

The time allotments range from three-fourths of the instructional day in the primary language to one-fourth in ESL for beginners to total ESL instruction across the curriculum for advanced students, with the exception of one period that is devoted to primary language in *artes de lenguaje* (language arts). The plan specifically requires, "primary language is continually provided until exit criteria is met."

La Encantada Elementary

At La Encantada Campus, the *Transitional Bilingual* program model is used. In this model, LEP students continue to develop Spanish skills until they can demonstrate academic success in the regular English curriculum and meet the criteria to exit from the bilingual education program. All of the teachers assigned to the LEP population as teachers of record are provided with a copy of the San Benito CISD Bilingual Education/ESL Plan. This plan focuses on a process that uses both languages in all grade levels and in all areas of the curriculum. The program focuses on basic skills development and the acquisition of language skills necessary for successful academic achievement.

Teachers of record for the LEP population are instructed and guided by district and campus policy and philosophy to address the affective, linguistic and cognitive needs of LEP students as follow:

- **Affective**: Limited English proficient students shall be provided instruction in their home language to introduce basic concepts of the school environment and instruction both in their home language and in English. The program shall address the history and cultural heritage associated with both the students' home language and that of the United States
- **Linguistic**: Limited English proficient students shall be provided instruction in the skills of comprehension, speaking, reading and composition both in their home language and in English. The instruction in both languages shall be structured to ensure that the students master the required essential elements and higher-order thinking skills in all subjects
- **Cognitive**: Limited English proficient students shall be provided instruction in mathematics, science, health, social studies, both in their home language and in English. The content-area instruction in both languages shall be structured to ensure that the students master the required essential elements and higher-order thinking skills in all subjects

The ratio of the second language (English) to the first language (Spanish) gradually and systematically increases as the LEP student progresses from one language category to the next. The categories are Beginner, Intermediate and Advanced. According to the district's plan, the Beginner LEP student receives mainstream English in art, music and PE, sheltered ESL and Spanish in all core subjects. The Intermediate LEP student receives mainstream English in art, music and PE, sheltered ESL in math and science, and social studies and language arts in Spanish. The Advanced LEP student receives mainstream English in all subjects, sheltered ESL in social studies and Spanish language arts.

Scott Elementary

At Scott Campus, the *Transitional Bilingual* program model is used as exiting criteria are predicated on a score at or above the 40th percentile on both the English reading and the English language arts sections of the norm-referenced assessment instrument used in the district. Additionally, the student must demonstrate evidence of oral proficiency in the primary language and meet promotion standards on grade level.

In this model, LEP students may continue to develop Spanish skills after exiting the bilingual education program. Exiting of LEP students from the bilingual education program does not take place in Kindergarten or First Grade. This practice is also in keeping with the public policy of the state.

All of the teachers assigned to the LEP population as teachers of record are provided with a copy of the F. J. Scott Elementary Bilingual/ESL Instructional Framework. This document focuses on a process that uses both languages in all grade levels and in all areas of the curriculum. The ratio of the second language (English) to the first language (Spanish) gradually and systematically increases as the LEP student progresses from one language category to the next. Reassignment or reclassification of LEP students between language categories takes place at the end of each school year. LEP students are classified in one of three categories that include Beginner, Intermediate and Advanced as described below.

According to the campus instructional framework, the Beginner LEP student at Grades K-3 is one who scores between levels 1-5 on the LAS, or the English oral language proficiency test (OLPT), and scores between zero and ten percentile on ITBS, or a norm-referenced assessment in Reading and Language with a teacher recommendation for such classification. The Intermediate LEP is one who scores between levels 3-5 on the LAS English OLPT and scores between the 11 and the 23 percentile on ITBS, or a norm-referenced assessment in reading and language with teacher recommendation for such classification. The Advanced LEP student is one who scores between levels 4-5 on the LAS English OLPT and scores between the 24 and the 39 percentile on ITBS, or a norm-referenced assessment in reading and language with teacher recommendation for such classification. Students that have not been tested with the ITBS, or any other norm-referenced test, and have been in school for three or more years, are categorized as Intermediate.

The actual percentage of time to be devoted to each language during the instructional day is also provided in the instructional framework document. The time allotments range from three-fourths of the instructional day in the primary language and one-fourth in ESL for beginners to three-fourths of the instructional day in ESL methodology and one-fourth in primary language for advanced LEP students.

Chapter V
Possible Adaptations for Special Programs

English as a Second Language

Although the *Texas Successful Schools Study* focuses on bilingual education as the program offering for the LEP population in the seven schools, the study document has been developed to profile program features, instructional and implementation practices that can be adapted or replicated in special programs. These special programs, such as English as a Second Language and Title I Regular/Migrant, are offered by school districts for students with special needs by providing added-value to program offering for such students. These special programs utilize an array of modifications, training, and staffing alternatives that result in targeted assistance, so that students with special needs may also experience academic success and meet the state's accountability standards. The remainder of this section describes how findings of the *Texas Successful Schools Study* may be adapted, or replicated in ESL and Title I programs to enhance program and service delivery for students (either LEP or Non-LEP) in schools not required to offer bilingual education.

There are approximately 900 school districts in Texas that provide an English as a Second Language Program to as few as one LEP student in one grade level and as many as hundreds of students in Grades PreK-12. In approximately 230 school districts required to offer bilingual education in Grades PreK-Elementary, the public policy mandates an ESL program for all language minority students identified as LEP that are not offered the required bilingual education program, or who are enrolled in post-elementary grades through Grade 12. Since the study did not profile the features of a successful ESL program, this information for possible adaptations is provided in this chapter.

The best alternative for school administrators who wish to consider possible adaptations for their ESL program is to review the instructional frameworks of the seven successful schools found in Chapter IV of this Guide. The review of the instructional frameworks should be done in the context of the conditions that are explained in this chapter. For example, the instructional frameworks in Chapter IV are presented in the contexts of *time and treatment*. The same conditions that are referenced for *time* in the instructional frameworks apply to both bilingual education and English as a second language programs. On the other hand, *treatment* in the instructional frameworks refers to both primary language (Spanish) and English as a second language instruction.

For purposes of ESL adaptations, treatment would only refer to ESL instruction, since a primary language (Spanish or other languages other than English) may be used but is not required to be offered in an ESL program. A standard adapted model for ESL programs that is designed to impact the affective, cognitive and linguistic domains of the LEP students is provided below. Note: None of the adaptations shown below are required to be implemented. These are merely provided as alternative implementation designs for schools districts and school administrators to consider as they continue to serve their LEP student population.

The Beginner LEP student receives mainstream English instruction in art, music and PE, and sheltered ESL in all core subjects of the Texas Essential Knowledge and Skills. The sheltered concept means that LEP students use the same texts and materials as are used in the regular (mainstream) classroom with the ESL teacher adapting the materials and instruction to the students' English language level. The Intermediate LEP student receives mainstream English in art, music and PE, sheltered ESL in math and science, social studies and language arts. The Advanced LEP student receives mainstream English instruction in all content areas, and ESL instruction in language arts until evidence of reading literacy is documented by the ESL teacher, or exit criteria is met.

The time allotments range from three-fourths to the entire instructional day in ESL instruction for Beginner LEP students, from one-half to three-fourths of the instructional day in ESL instruction for Intermediate LEP students, and from one-fourth to one-half of the instructional day in ESL instruction for Advanced LEP students. The time and treatment framework is designed to impact the affective, cognitive and linguistic domains of the LEP students.

In the affective domain, ESL methodology is used to introduce basic intra-communicational skills to instill a positive self-concept in the LEP students to help them identify with their cultural heritage. In the linguistic domain, the students' language skills are developed in listening and speaking through sequential English language development. This language development will lead to proficiency in English reading and writing, with a focus on mastery of essential knowledge and skills and higher-order thinking skills in all subjects. Math, science, health and social studies are introduced through sheltered ESL approaches to establish the base of knowledge in the cognitive domain.

Training of teachers to become ESL certified may be done by first assessing the extent of training needs using similar procedures as described in Chapter II of this Guide. Campus principals are encouraged to review the campus case studies found in the study document (Section IV, pages 36-90) to obtain specific information on training topics and methods used by the successful schools as they may pertain to ESL staff development. Further, district administrators may wish to directly contact the campus principals of the seven successful schools for sharing of information that could result in appropriate training of new or available ESL teachers.

Traditionally, these programs have been conducted by school districts to address the educational needs of students, both LEP and Non-LEP in the elementary grades (Title I) and early education through Grade 12 (Title I Migrant/Immigrant). Because of the categorical nature of these programs, they are implemented to impact the academic and social needs of the students who meet the prescribed criteria, as

Title I Regular, Migrant and Immigrant Programs

found in federal regulations, except in the case of the Title I Schoolwide projects. These are projects where Title I funds can be used to improve the overall educational offering of a high poverty school for all students.

In almost every instance, the program delivery of services defrayed with federal program funds must be supplemental to the regular program offering normally provided with state and local funds. Funding may be used to reduce teacher to pupil ratios, provide ancillary support, e.g., paraprofessionals, specialized teachers and instructional technology. Staff development and specialized training are allowable activities to be conducted, if initially approved in the request for the funds. Parental involvement and training are also typical program activities. When teachers are assigned to work with the target or categorical student population for which the funds are intended, supplemental or specialized training may be provided.

In some instances, the programs being provided through the use of these funds may not be aligned with the greatest needs of students with special needs. For example, a school district may be conducting a comprehensive reading improvement or literacy initiative with a student population that is not at the reading stage, but is in greater need of language development in English, Spanish, or both. If students are still in the linguistic domain, little if any academic impact will be attained. Since a major focus of Title I has historically been in remedial reading and mathematics, the possibility of some of these efforts being continued is great.

Many school districts have moved to a developmental approach to education to ensure that all instruction, including supplemental instruction, is appropriately targeted on developmental needs of students. Certainly this is the case with the Title I Migrant program, which requires seven areas of focus in specified ages and grade levels. Report formats from the New Generation System (NGS), the internet-based system that Texas uses to transfer migrant student data, could possibly be adopted to obtain academic information on any student who transfers from one Texas public school district to another. This approach can ensure appropriate continuation of targeted assistance to the student(s). The seven areas of focus include:

1. Migrant Services Coordination (all grade levels)
2. Early Childhood Education (Age 3 through Grade 1)
3. New Generation System for Migrant Student Record Transfer (Ages 3-21)
4. Parental Empowerment (all levels)
5. Identification and Recruitment (Ages 3-21)
6. Graduation Enhancement (Grades 7-12)
7. Secondary Credit Exchange and Accrual (9-12)

District and campus administrators are encouraged to carefully review the program features and instructional/implementation practices identified in the study document, as well as the teacher responses to the questionnaires and interviews to obtain a "practitioner's view" on what has proven to work best with students. This teacher information is greatly augmented by the review of the literature that includes the Effective School Correlates (Section IV, pages 19-22 of the study document).

With regard to the Immigrant program implemented in some of the school districts that qualify for the federal funding, campus administrators may wish to consider the following:

- Review, adapt or adopt efforts and features identified in the *Texas Successful School Study* document as found in the seven study sites. This would be applicable for those districts that have an Immigrant Education program and are providing, or are attempting to improve, bilingual education programs or services
- Refer to the information provided above regarding English as a Second Language

Appendix A
Research Questions

Research Questions Addressed by Major Sources of Data and Information

Questions	Interviews	Surveys	Site Visits	Campus & Student TAAS Data	AEIS Campus Reports
What are the LEP, former LEP and Non-LEP students' academic performance as measured by state (Grades 3-5) assessments?				✔	✔
What are the district leadership practices that facilitate academic and linguistic growth/success for language minority students?	✔	✔	✔		
What are the campus leadership practices that facilitate academic and linguistic growth/success for language minority students?	✔	✔	✔	✔	✔
What are the characteristics of the teaching staff that facilitate academic and linguistic growth/success for language minority students?	✔	✔	✔		✔
What are the effective teaching practices that facilitate academic and linguistic growth/success for language minority students?	✔	✔	✔	✔	
What are the characteristics of parents and parental involvement on the seven campuses?	✔	✔	✔		
What are the characteristics of program(s) serving language minority students?	✔	✔	✔		✔
What is the relationship between campus practices and theory?*	✔	✔	✔	✔	✔

* Includes secondary information from the review of the literature including state policy documents, related readings, and other national, state, and local studies.

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Appendix B
Study Directory

TEXAS SUCCESSFUL SCHOOL STUDY

Bowie Elementary
Mrs. Lydia Savedra, Principal
Pharr-San Juan-Alamo ISD
P. O. Box 2514
Alamo, TX 78516
Phone: (956) 702-5839
Fax: 702-5842

Clover Elementary
Mrs. Rosalinda Diaz, Principal
Pharr-San Juan-Alamo ISD
200 N. Nebraska
San Juan, TX 78589
Phone: (956) 702-5753
Fax: 702-5755

Kelly Elementary
Ms. Trine Barron, Principal
Hidalgo ISD
P. O. Drawer D
Hidalgo, TX 78557
Phone: (956) 781-6525
Fax: 781-5972

Scott Elementary
Mrs. Ludivina Ybarra, Principal
Roma ISD
P. O. Box 187
Roma, TX 78584
Phone: (956) 849-1175
Fax: 849-7274

Castañeda Elementary
Mrs. Minerva Hasfjord, Principal
Brownsville ISD
3064 E. 30th St.
Brownsville, TX 78521
Phone: (956) 548-8800
Fax: 548-8807

La Encantada Elementary
Mrs. Sara Galarza, Principal
San Benito CISD
1 Mile Farm Rd. 1577
San Benito, TX 78584
Phone: (956) 361-6760
Fax: 361-6768

Campestre Elementary
Mrs. Carmen Moran, Principal
Socorro ISD
11399 Socorro Road
El Paso, TX 79827
Phone: (915) 851-8000
Fax: 851-1715

Appendix C
Instructional Models

This appendix provides information regarding the instructional models implemented in the seven schools profiled by the *Texas Successful Schools Study*. These models are being shared for review by campus principals and program administrators for possible replication. The models of instruction found in the seven schools were implemented as a local choice to address the affective, linguistic and cognitive needs of the LEP students enrolled by using both the home language and English. The models, which are not required by TEA, are introduced in the order listed below as follow:

- Transitional Bilingual Education Model
- Late-Exit Model

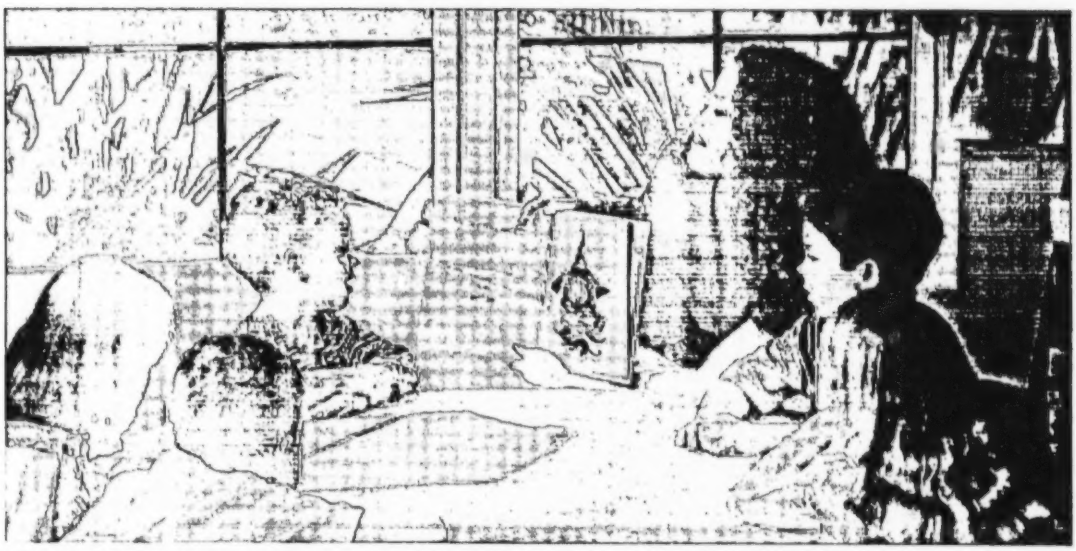
Transitional Bilingual Education Model: An illustration of this model is found on page 37. This model requires teachers to continuously assess LEP students linguistically and academically in Spanish (L1) and English (L2) until the teacher determines that the LEP student demonstrates adequate proficiency in English to exit the bilingual education program. Exit criteria are found in 19 TAC 89 Subchapter BB of the rules of the commissioner. This model ensures that LEP students are not exited pre-maturely, as evidenced by a continuous assessment process which documents the students are ready to function in an all-English curriculum.

This model requires the assessment of LEP students linguistically and academically, in Spanish and English, to determine the instructional focus in each language. This assessment involves the administration of both oral language proficiency tests upon enrollment in each grade level and norm-referenced instruments in Grades 2-5. This assessment process impacts decision making regarding the instructional focus in the oral communication skills or written communication skills from Beginner, to Intermediate, to Advanced as appropriate. The entire focus of instruction in Grades PreK-K is on oral language development, using Spanish for a major portion of the day and ESL methods. This model is designed to impact the affective, linguistic and cognitive domains of the LEP students.

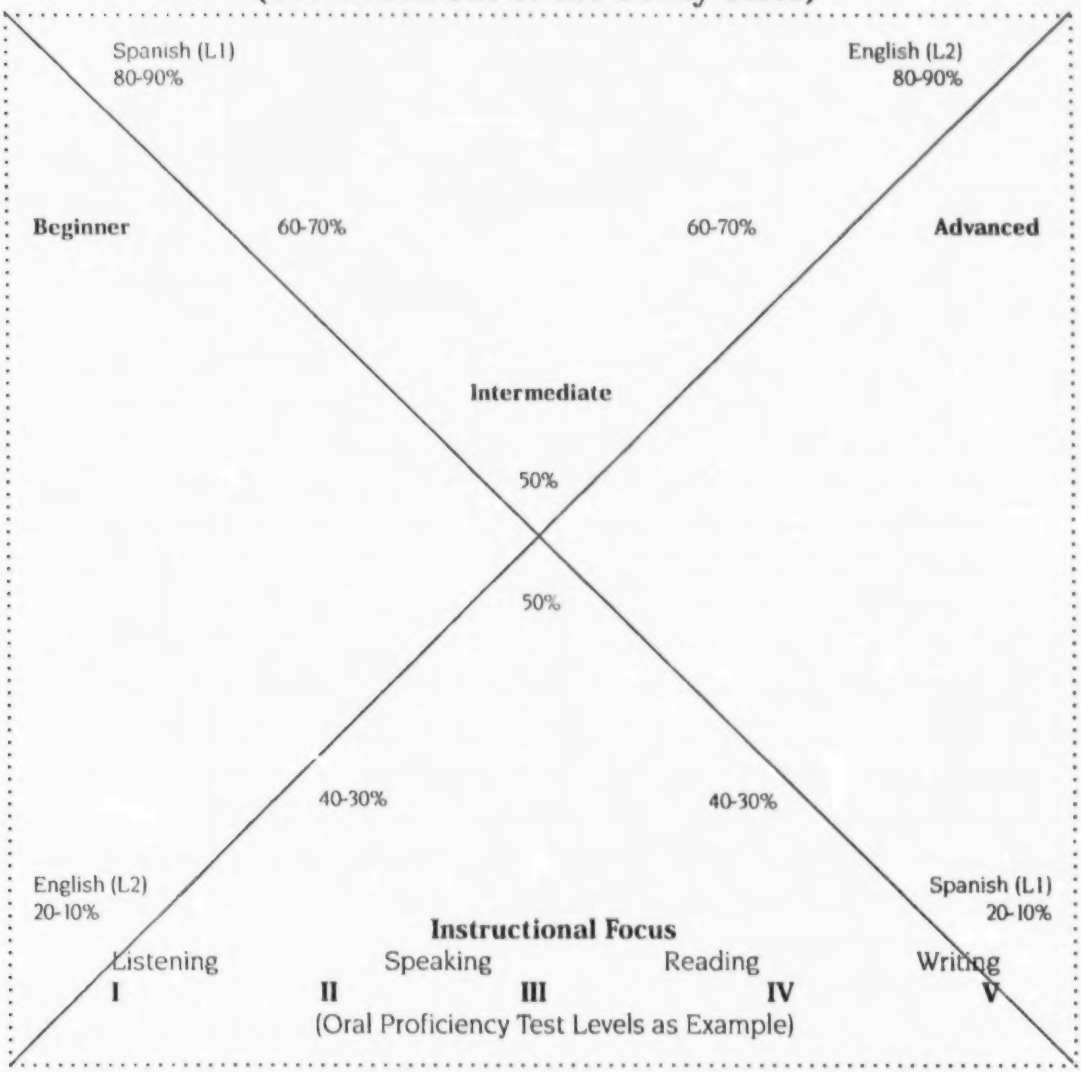
In the affective domain, the primary language (Spanish) and basic intra-communicational skills are introduced to instill a positive self-concept in the students and help them identify with their culture. In the linguistic and cognitive domains, the students' primary language and English skills are applied in listening, speaking, reading and writing, with a focus on mastery of essential knowledge and skills and higher-order thinking skills in all subjects. Math, science, health and social studies are introduced in the primary language and elaborated in the second language through ESL methodologies.

Instructional focus on primary language and ESL (treatment) should follow a prescribed plan to ensure maximum impact. The plan should also articulate the amount of time to be devoted to each language for each type of LEP students in any one of three LEP categories as shown on the illustration on page 37. As the student demonstrates greater oral proficiency in the primary language, and moves to the next category, the amount of time for Spanish instruction is reduced and the amount of ESL instruction is increased. It should be noted that students will acquire language proficiency at different stages, depending on their own background, literacy in the primary language, and prior schooling of each student. The illustration on page 37 should be read from upper left to lower right for amount of time to be devoted in Spanish, and from lower

left to upper right for amount of time to be devoted in English instruction using ESL methods. As the LEP student progresses through the oral communication skills, e.g., listening/speaking to the written communication skills, e.g., reading/writing in English, the primary instructional focus continues in the English language to impact pre-literacy that will lead to literacy and effectiveness in Reading in English. As seen on the illustration, the use of the primary language continues in a support mode until exit criteria is met by the student. The movement of LEP students between language categories does not take place until the end of each school year.



TRANSITIONAL BILINGUAL MODEL
(Evident in Six of the Study Sites)



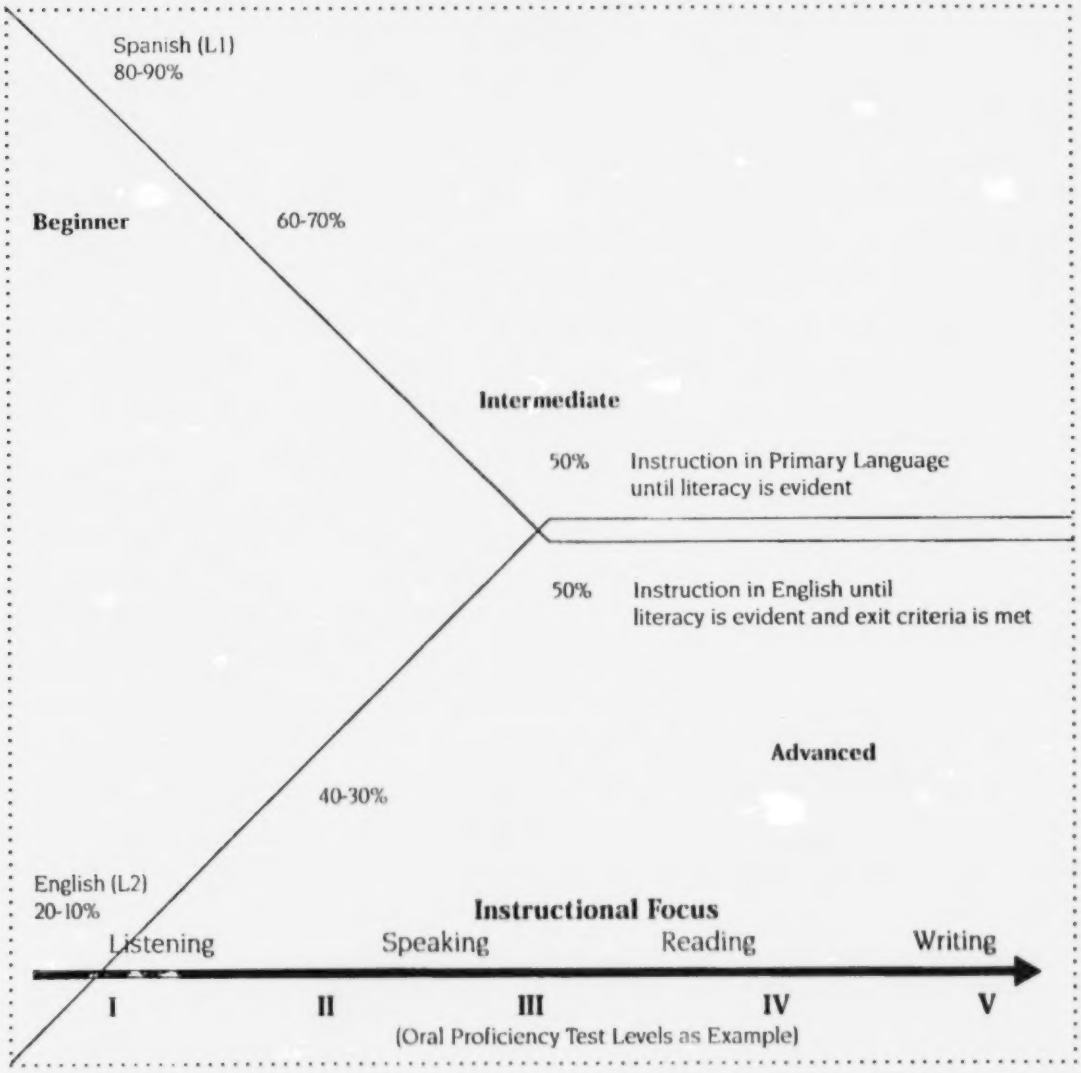
Late-Exit Model: An illustration of this model is found on page 39. This model focuses on an instructional approach that utilizes both languages in all elementary grade levels and in all areas of the curriculum. The Late-Exit Model is designed to promote bilingualism and facilitate literacy in two languages for the LEP students. The ratio of the second language (English—L2) to the first language (Spanish—L1) gradually and systematically increases as the LEP student progresses from one language category to the next. In the illustration of the model, the LEP categories are shown as Beginner, Intermediate and Advanced, starting from the upper left to the bottom right of the illustration.

This model requires the assessment of LEP students linguistically and academically, in Spanish and English, to determine the instructional focus in each language. This assessment involves the administration of both oral language proficiency tests upon enrollment in each grade level and norm-referenced instruments in Grades 2-5. This assessment process guides the time and treatment of both languages and the instructional focus in the oral communication skills or written communication skills from Beginner, to Intermediate, to Advanced as appropriate. The entire focus of instruction in Grades PreK-K is on oral language development, using Spanish for a major portion of the day and ESL methods.

The amount of time devoted by teachers to each language depends on the progress made by the students in the listening and speaking skills in Spanish. As the student demonstrates greater oral proficiency in the primary language, and moves to the next category, the amount of time for Spanish instruction is reduced and the amount of ESL instruction is increased. The illustration on page 39 should be read from upper left to lower right for amount of time to be devoted in Spanish, and from lower left to upper right for amount of time to be devoted in English instruction using ESL methods. The percentages of time for each language will depend on the LEP category, e.g., Beginner, Intermediate or Advanced of each student. Upon initial assessment, a student who scores in the Intermediate or Advanced level in the primary language (Spanish) should not be placed in the Beginner instructional focus. The amount of time to be devoted to English in this case should be equal to or greater than the amount of time devoted to Spanish.

As the LEP student progresses through the oral communication skills, e.g. listening/speaking, to the written communication skills, e.g., reading/writing in both Spanish and English, equal time (50/50%) should be devoted to both languages for instructional purposes until teachers see evidence of literacy in both languages. It should be noted that students will acquire language proficiency at different stages, depending on their own background, literacy in the primary language, and prior schooling of each student. The re-classification of a LEP student to Non-LEP status does not result in students exiting from the bilingual education program until proficiency in both languages can be documented. Proficiency is gauged by mastery of TAAS in English and competency in the Spanish oral proficiency test for the respective grade in Grades 3-5, and an agency approved norm-referenced test in Grades 1 and 2. Movement of LEP students between language categories does not take place until the end of each school year.

LATE EXIT MODEL
(Evident in One of the Study Sites)



Appendix D
Other Effective Practices

OTHER EFFECTIVE PRACTICES FOUND IN THE SUCCESSFUL SCHOOLS

- Instructional leadership at both the campus and district levels
- Use of L1 and L2 instruction, e.g., equal prestige of both languages
- No early exit from bilingual programs
- Literacy rich environments in both languages
- Balanced literacy approaches
- Staff development focused on second language learners
- Vertical/horizontal team planning
- Culture infused throughout the curriculum through fine arts, literature and social studies
- Continuous monitoring and assessment of language and academic growth
- Extensive parental involvement
- Technology for support/tutoring
- After school enrichment programs/tutoring
- Certified teachers and administrators
- Grouping for instruction
- Hands-on teaching
- Sustained silent reading
- Strong ESL methodologies

Appendix E
Directory of ESC Contact Persons

NAME	ESC	ADDRESS	CITY	ST.	ZIP	PHONE #	EXT.
Ms. Concepcion Guerra	Region 1	1900 W. Schunior	Edinburg	TX	78539	(956) 984-6182	
Ms. Elena Méndez	Region 2	209 N. Water St.	Corpus Christi	TX	78401	(361) 561-8612	
Ms. Penni Martin	Region 3	1905 Leary Lane	Victoria	TX	77901	(361) 573-0731	X264
Ms. Amanda Esquivel	Region 4	7145 W. Tidwell	Houston	TX	77092	(713) 744-8175	
Mr. Sergio A. Ramos	Region 5	2295 Delaware St.	Beaumont	TX	77703	(409) 951-1729	
Dr. Patricia Morales	Region 6	3332 Montgomery Rd.	Huntsville	TX	77340	(409) 435-2125	
Mr. Abraham Campos	Region 7	818 E. Main St.	Kilgore	TX	75663	(903) 983-2773	
Mr. Mike McCallum Ms. Karen Whitaker	Region 8	2230 N. Edwards Ave.	Mt. Pleasant	TX	75456	(903) 572-8551 (903) 572-8551	X2714
Ms. Miriam Más	Region 9	301 Loop 11	Wichita Falls	TX	76306-3799	(940) 322-6928	
Ms. Rose McCluer Ms. Nancy Montgomery	Region 10	400 E. Spring Valley Rd.	Richardson	TX	75083	(972) 348-1530 (972) 348-1522	
Ms. Jean Tocco	Region 11	3001 N. Freeway	Fort Worth	TX	76109	(817) 740-3619	
Ms. Lynn Duke	Region 12	2101 West Loop 340	Waco	TX	76702	(254) 666-0707	X240
Ms. Shannon Verver	Region 13	5701 Springdale Rd.	Austin	TX	78723	(512) 919-5480	
Ms. Mary Jacque Northup	Region 14	1850 Highway 351	Abilene	TX	79601	(915) 675-8644	
Ms. Alicia Felan	Region 15	612 S. Irene St.	San Angelo	TX	76903	(915) 658-6571	X140
Mr. Salvador Martinez Ms. Susan Nevad	Region 16	1601 S. Cleveland	Amarillo	TX (806)	79102 376-5521	(806) 376-5521 X279	X285
Ms. Yolanda G. Sánchez Mr. Antonio Saldaña	Region 17	1111 W. Loop 289	Lubbock	TX	79416	(806) 792-4000 (806) 792-4000	X888 X893
Mr. Raúl Hernández Ms. Melba Linda Longoria Ms. Debbie Gonzales-Roybal	Region 18	2811 La Force Blvd.	Midland	TX	79711	(915) 567-3245 (915) 567-3233 (915) 567-3293	
Ms. Anna Lisa Banegas-Peña	Region 19	6611 Boeing Dr.	El Paso	TX	79925	(915) 780-5098	
Ms. Marci Barrientos	Region 20	1314 Hines Ave.	San Antonio	TX	78208	(210) 370-5426	

APPENDIX F
Guide Evaluation Form

The Evaluation Form has been designed to assist the Program Evaluation Unit in obtaining feedback regarding the Guide. We encourage all persons who review and use the Guide to help us by providing feedback in the areas listed below. Thank you for taking time to fill out this evaluation form and to share your views on the Guide. Your responses are very important to this agency effort.

Upon completion of the form, please detach and mail to either:

Oscar M. Cárdenas, Senior Project Manager
or
Stan Seidner, Manager II
at the
Program Evaluation Unit
Office for the Education of Special Populations
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701-1494
or
Fax the completed form to
(512) 463-7441.

Please complete the following information for our mailing list:

Name: _____ Title: _____

Mailing address: _____

E-Mail address: _____

Part I:
Please respond to the appropriate Item below:

I currently work at:

☐ Central Office ☐ Campus Classroom ☐ University
☐ Charter School ☐ Education Service Center ☐ Other _____

Part II:
All Respondents, please respond with an X to reflect your opinions

♦ This type of Guide was needed	___ Yes	___ No	___ No Opinion
♦ The Guide helped me understand why the use of the home language is important to children's success	___ Yes	___ No	___ No Opinion
♦ I will recommend the Guide to other persons to support district's efforts to achieve greater success	___ Yes	___ No	___ No Opinion
♦ The examples and exercises helped me understand sections of the Guide	___ Yes	___ No	___ No Opinion
♦ The examples and exercises will help me in my planning	___ Yes	___ No	___ No Opinion
♦ The Guide will be helpful to both educators and administrators in working with all children	___ Yes	___ No	___ No Opinion
♦ This Guide will be of assistance to me as we work to improve the quality of programs for students with special needs	___ Yes	___ No	___ No Opinion
♦ This Guide will be of assistance to district administrators in assessing and improving current practices and programs for LEP students	___ Yes	___ No	___ No Opinion
♦ The Guide is easy to follow	___ Yes	___ No	___ No Opinion
♦ The exercises will be helpful to focus on districtwide staff training	___ Yes	___ No	___ No Opinion
♦ The Guide will be shared with other district staff	___ Yes	___ No	___ No Opinion
♦ There are effective practices and program features that can be replicated	___ Yes	___ No	___ No Opinion
♦ The agency should produce other Guides of this nature to assist school districts in achieving both quality and excellence in education for all children	___ Yes	___ No	___ No Opinion
♦ I have read the *Texas Successful Schools Study: Quality Education for LEP Students*	___ Yes	___ No	

Part III:
Campus Administrators only, please respond with X to reflect your opinion

♦ This type of Guide was needed to assist campus administrators	___ Yes	___ No	___ No Opinion
♦ The Guide will be helpful to both teachers and parents in working with all our children	___ Yes	___ No	___ No Opinion
♦ This Guide will be of assistance as we work to improve the quality of programs for students with special needs in our campus	___ Yes	___ No	___ No Opinion
♦ This Guide will be of assistance to us in assessing, redirecting or improving current practices and programs for all students	___ Yes	___ No	___ No Opinion
♦ The Guide is easy to follow	___ Yes	___ No	___ No Opinion
♦ The examples and exercises will be helpful to focus on staff training	___ Yes	___ No	___ No Opinion
♦ The Guide or specific sections of the Guide will be shared with instructional staff	___ Yes	___ No	___ No Opinion
♦ There are effective practices and program features that we are interested in replicating or adapting	___ Yes	___ No	___ No Opinion
♦ The agency should produce other Guides to assist school districts in achieving both quality and excellence in education for all children	___ Yes	___ No	___ No Opinion
♦ In my professional opinion, this Guide can have a great impact on teaching and learning for all children	___ Yes	___ No	___ No Opinion

Part IV:
School District and Campus Administrators only,

Please Indicate which sections or appendices of the Guide you find to be most helpful in your present capacity by assigning priority rankings (from 1 as the highest to 12 as lowest) below:

Introduction and Background	____	Appendix A	____
State Policy	____	Appendix B	____
Design, Purpose and Use of Study Questionnaire	____	Appendix C	____
Testing and Classification of Students	____	Appendix D	____
Instructional Frameworks	____	Appendix E	____
Possible Adaptations for Special Programs	____	Appendix F	____

Additional Comments you may wish to share:

On behalf of the Office for the Education of Special Populations, we convey our appreciation for sharing your time and views on this important Statewide Leadership effort

FOR QUESTIONS ON THE EVALUATION FORM OR THE EDUCATOR USER GUIDE, PLEASE CONTACT:	
Oscar M. Cárdenas Senior Project Manager (512) 463-9714 ocardena@tmail.tea.state.tx.us	**Stan Seidner** Manager II (512) 475-3489 sseidner@tmail.tea.state.tx.us

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Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

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Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

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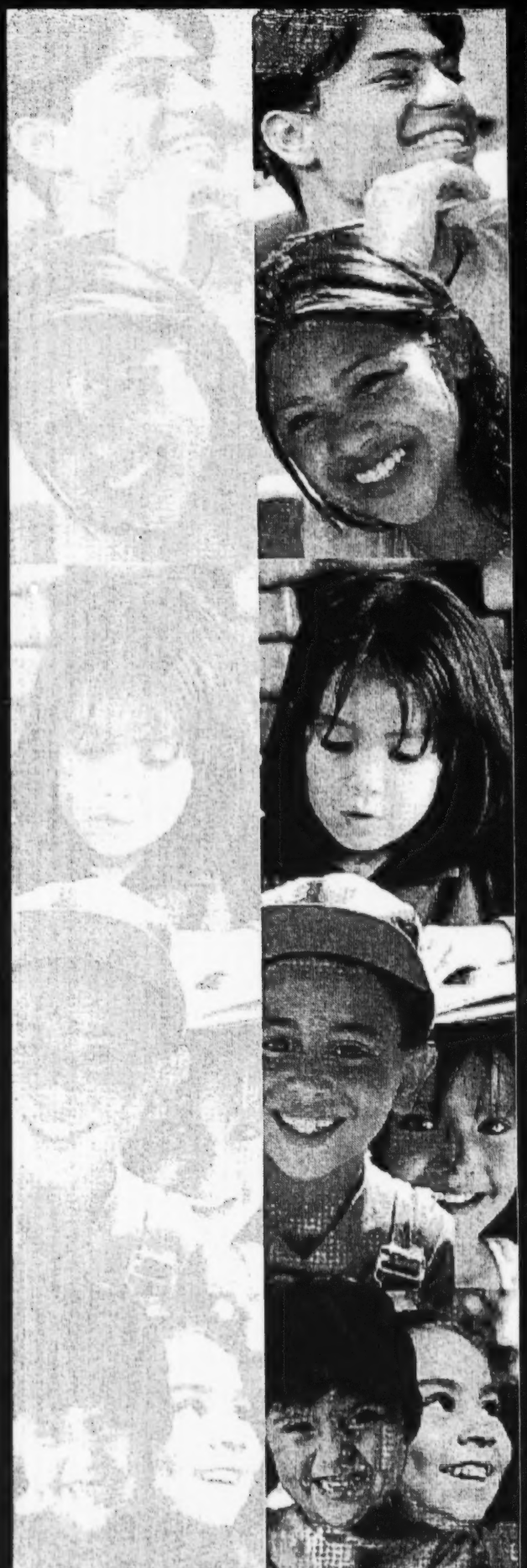

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